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SPENCERIAN ~
~ SHORTHAND



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Spencerian Shorthand

for

Amanuensis, Court, and Verbatim
Reporting

BY

L. C. SPENCER

ER

Eighth Edition

PRICE \$2.00

Published and Sold by the
SPENCER PUBLISHING CO.
New Orleans, La.

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Press of
LOUISIANA PRINTING CO., Ltd.
New Orleans, La.

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PREFACE

Since the last edition of this little book, the Spencerian Quick Writing system has made enormous progress, not only with professional stenographers but with the general public.

In the edition preceding the present, the author was content to state as simple facts the claims of the system.

So stated, they appear to all writers of other systems extravagant enough!

Yet there is nothing so hard as a fact.

Whether in the material world or in the impalpable realm of the intellectual, facts are equally indestructible.

Men and all their fallacies die, but their facts live on.

It was never the intent of the inventor and developer of this system, laboring single-mindedly, with one great goal ahead of a life's ambition, to devise merely a new stenography, whose excellencies were to be entered in a race with those of all the other splendid systems born of the genius of man.

His real aim, however, and whether or not he had attained it, he preferred at that time to state rather as detailed facts of an achievement.

From these facts, now demonstrated beyond question or cavil, the studious mind every-

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where deduced certain unavoidable and incalculably important conclusions.

1. The Spencerian Quick Writing is not phonography. It is simplified spelling, written with the simplest characters, governed by the simplest rules:

2. Its aim has been to be as quick as speech and as legible as longhand, and that aim is achieved.

3. It was never intended for the exclusive use of the professional stenographer.

4. *It is a new method of writing, by which all men, instead of using the slow longhand, may write each other as swiftly as they speak, which speed must be admitted to be a requisite without which all writing is deficient and inadequate.*

Such a writing, to be accepted and to come into the general use for which it is intended, must be so simple as to be easily mastered by the grown person, now using longhand, as well as by the child as little advanced as the Third Grade of our Public Schools.

The summary of the claims made in the preceding edition clearly make out such a claim total for the Spencerian Quick Writing. Had these claims, or any of them, been untrue, they would have fallen as the lie always does.

A wonderful other result has been the case. Multitudes have demonstrated them practically.

Children have so forcibly verified them that numerous daily and weekly newspapers are presenting the ten short, simple lessons to

meet the demand and for the benefit of their general readers.

Boldly and plainly stated, this system aims to take the place ultimately of longhand among men — for the reason that it is infinitely simpler and infinitely swifter than longhand and absolutely as legible.

No one who has watched a pupil or a class, from the initial to the final lesson, can doubt the ease with which it is learned, the speed with which it is written, the legibility with which it is read or that — whatever the delay in the process of evolution, resulting naturally from conditions — Spencerian Quick Writing has come to take the place of longhand universally among men.

No one knowing the utter impossibility of using any other system as a means of writing between men can fail to understand why none of these systems has ever made any pretense or progress in this wise; and why the Spencerian Quick Writing stands alone in aspiration and accomplishment; and why, affording this vast utility, it is as certain of universal use as were the typewriting and adding machines, or the linotype.

On the marvelous progress made in less than a year, often converting the most stubborn, most analytical and finest experts and teachers of shorthand in the land, and that by the force of gravity of its own inherent arguments (which have never failed where they have had a hearing even among hostile commercial interests), is based the certain prediction that this system is destined to rule in every college and

school where shorthand is taught for the professional use of the student; and that, with the certain growth and increase of its well founded fame, some state, adopting it for its public schools, will demonstrate to the world a generation of children writing to each other, before the close of the first session, with a speed of which their fathers never dreamed, and to these parents as remarkable as the telephone would be to one of our suddenly resurrected great-grandfathers.

It is impossible to conceive the great American people standing still in the universally used art of writing when a new invention, so easily within the reach of all, will save each user from five to twenty times the time he now consumes in transferring thought from his brain to the paper and thence to some one else. Such an outcome is impossible to the brain of normal American progress.

L. C. SPENCER.

The Alphabet of Spencerian Shorthand

FIRST LESSON.

DOWNTWARD AND FORWARD STROKES.

b d f g k l m n r s ss t v w y-ly
ses



sh ing-ng shun



Vowel position 

1. The vowel position is never read before a character. A letter placed in any vowel position is read first, and the vowel is read next, thus: "N" placed in the "I" position, above the line, is "NI," placed on the line, in the "E" position, is "NE," written through the line, in the "A" position, is "NA," etc.

2. Write only the sounded letters in a word.

buy	.....	says	...o...	see	...o...	she	.....
bi		sas		se			
may	.....	mow	.....	my	.....	show	.....
ma		mo		mi		sho	
die	(	new	.....	view	.....	shy	.....
di		nu	.....	vu	.....	shi	
fie	)	vie	\\	knee	.....	boy	.....
fi		vi		ne			
gay	.....	tie	.....	rise	.....	fully	.....
ga	|	ti	.....	ris	.....	fuly	.....
was	.....	nose	.....	nice	.....	days	.....
	o	nos	.....	nis	.....	das	6
nicely	.....	no-	.....	sing	o	sing-	.....
nishly		tion				ing	

3. A word-sign is a character that stands for the word.

4. The student should memorize the word-signs so as to be able to write them rapidly and without hesitation.

PUNCTUATION.

Repeat Marks : . ? ! ¶ - - () [] " "

..... () []

5. WORD-SIGNS.

I-the	.....ox!	satisfy-ed-action actory	.....o
if	.....).....	a-an-and !
of	.....).....	give-gave-given	.....l
will-well	.....✓.....	have-half \
all	.....✓.....	in-any —
gentlemen	.....l	think-thank	.....z
gentleman	.....ʃ	such-shall-ship-ed	.....z
is-his	.....o	take-took-taken —
as-has	.....o	now	.....o
us-used-use- ful	.....o	before-belong	.....l
you-your	.....v	from-form	.....z
thing	.....‘.....	are-or-our	.....z
business	.....✓.....	company	.....z

PHRASING.

6. The word-signs, "a-an-and," and "I-the" should be made very short.
 7. To phrase "and-a, and-an," write the last tick horizontally to the left.

and I-the and a and I see
 the

and I do and a and the
 the fee day

you and I and a and I will
 and the fake

You may buy the roses if you care to do so.

..... 1 6 2 3 4 5 6 7

You may see us in four or five days.

..... 1 2 3 4 5 6

We may give you the money to buy the roses.

..... 1 2 3 4 5 6

See letters 1 and 2, Dictation book, for practice in connection with this lesson.

SECOND LESSON

Up strokes p q sq ch j wh.

Strokes made up or down

l k h th u ing-ng shun.

Forward and downward strokes

a c e i o z x tw-dw.

The "SH" character is used only at the beginning of words or when standing alone.

When "Y-LY" will not make a good joining with the preceding character strike it horizontally to the "right or left."

"C" is seldom used unless as an initial.

A proper name is indicated by placing the ditto marks (") directly underneath it.

When standing alone "H" is written with the open end down; when connected with other characters, it may be written up or down.

"CH" is written down after "B, F, M," and "W."

"B" is made up at the beginning when followed by "Q."

"L" is always written up when standing alone; when joined to other characters it may be written up or down.

"U" is always understood after "Q."

9. A dot placed before a character expresses the long sound of the position vowel; after it, the other sounds. This is seldom if ever necessary.

law / Fay x pale pale sigh o

lay / bane L gay L he o

paw / joy / pan / nook /

pay / chew / weigh / M ke /

my / fetch } neigh / lake /

nigh / leach / pug / pike /

peg / beach / dutch / shake /

page / batch / ditch / notch /

cake / pone / hole / squeak /

10. WORD-SIGNS.

how-hope / beyond / f

disappoint-ed-
ment 6 yet /

defend-ed-ant (..... develop-ed-
ment (.....

subject-ed-tion 9

11.

week \checkmark nag $\overline{1}$ size \circ joke $\overline{1}$
 wish $\overline{2}$ touch $\overline{1}$ sizes \circ foe $\overline{1}$
 to $\overline{1}$ load $\overline{1}$ coke $\overline{1}$ hay $\overline{1}$
 money $\overline{1}$ beak \checkmark woke \checkmark fang $\overline{1}$
 teach $\overline{1}$ fully $\overline{1}$ yoke \checkmark chewing $\overline{1}$
 toy $\overline{1}$ folly $\overline{1}$ yell \checkmark quick $\overline{1}$
 row $\overline{1}$ she $\overline{1}$ yale \checkmark whig $\overline{1}$
 sail $\overline{1}$ shy $\overline{1}$ mill \checkmark motion $\overline{1}$
 ocean $\overline{1}$ bake \checkmark lag $\overline{1}$ hack $\overline{1}$
 make $\overline{1}$ lea $\overline{1}$ squaw \checkmark leak $\overline{1}$

FIGURES.

\$15.50, \$5. \$500. \$5,000, \$500,000, \$5,000,-
 000, 5%.

15^{50} $\overline{2}$ $\overline{5}$ $\overline{5}$ $\overline{5}$ $\overline{5}$ $\overline{5}$ $\overline{5}$

See letters 3 and 4, Dictation book, for practice in connection with this lesson.

THIRD LESSON

12. "SS" is usually pronounced "SES," "SEZ," "SIS," "ZES," etc., and is written and read in the same manner as "S."

13. When attached to curves "S" is written on the inside of the curve; this is called the *CIRCLE SIDE* of curves.

nice  zealous  same 

racing  wishing  roses 

races  seems  rice 

sailing  mass-
ing  was 

serious  suffice  days 

spice  snow-
ing  fees 

this  niece  sure 

14. When "S" precedes "A" or "E," it is expressed by making the *CIRCLE* on the reverse side of those characters, omitting the hook.

A  SA  E  SE 

There are but few words that make the use of these characters necessary.

sauce  scance 

15. On straight strokes "S" is written in the direction opposite to the movement of the hands of the clock. This is called the *CIRCLE SIDE* on straight strokes, the side opposite to this is called the *REVERSE SIDE*.

vase  suit-  sickly 

shies  shoes  case 

ties  twice  sacks 

16. Between strokes forming an angle, "S" is written on the outside of the angle.

cast  ques-  cask 

tussle  nicer  Jessie 

17. Between *REVERSE CURVES* "S" is written on the back of the first curve.

Mason  wiser  Messrs. 

dismiss  miserly  mizzen 

WORD-SIGNS.

18. extra  which 

except  each 

accept  much 

19.

most o lisp o list o
 west o lesser o lost o
 whist o must o best o
 sighing o post o mist o
 keys o cost o rest o
 twist o chosen o test o

20. Writing frequently occurring words in the "U" position indicates that "YOU" or "YOUR" follows them.

do you of-if you
 (.....)

and you to you
 —

21. The word-signs, "extra," "in-any;" "I-the;" "a-an-and;" and the syllables "mis," "dis," "re," "be," and "de," may be written in any position.

extra- in case o remiss o
 nice

dispose o extra o demise o
 space

See letter 5, Dictation book, for practice in connection with this lesson.

FOURTH LESSON

RULE I.

22. A small hook at the beginning on the inside of curved strokes is "A" or "E." A large initial hook is "O" or "U."

23. Vowel hooks are always read first, and then the character to which they are attached.

24. Words that do not require position are written on the line.

ape *✓* am *—* up *✓*

aims *—* arrest *—* arise *—*

abase *—* arose *—* on *—*

away *—* Eula *—* Amos *—*

answer *—* arson *—* ally *—*

aimless *—* Anna *—* efface *—*

25. These hooks are also employed on straight strokes; on the *CIRCLE SIDE* of "T" and on the *REVERSE SIDE* of the others.

at *—* attest *—* eaves *—*

action *—* oak *—* ago *—*

ages *—* eat *—* oates *—*

26. A small backward hook made at the beginning of a character before "S" is "A" or "E" and a large hook is "O" or "U".

assign ~ assure ~ essence ~

assume ~ osage ~ assumption ~

27. A loop at the end of a character on the circle side of curves and on either side of straight strokes is "TY" or "DY."

Sunday ~ beauty ~ duty ~ 6

Katie ~ Hattie ~ ready ~ 6

28. The word-signs "a-an-and" may also be employed to express an intermediate or final "A" or "E."

Papa ~ area ~ banana ~

29. WORD-SIGNS.

acknowledge- 7 wonder-ful-ly 0

then-than ~ until-ultimo- 0 matum

them ~ object-ed-tion ~

divulge-ed-ence (..... observe-ed-) tion

they — advantage-ous ✓

See letters 6 and 7, Dictation book for practice in connection with this lesson.

FIFTH LESSON

RULE II.

30. A small hook at the end on the *CIRCLE SIDE* of all strokes is "F" or "V."

pave *ʃ* living *l̄* quaff *q̄*

stave *s̄* leaving *l̄* taffy *taf̄*

live *l̄* lively *l̄* paving *p̄*

love *l̄* level *l̄* puffing *p̄*

PHRASING.

31. The "F" or "V" hook in phrasing is "IF," "OF," "HAVE" or "FAVOR."

I have if you will have *f*

you have you have a *v*

you have you may have *v*

32. A large hook at the end on the *CIRCLE SIDE* of curved strokes and on either side of straight strokes is "P" or "B."

tap *ta* cap *ca* gap *ga*

rap *ra* slap *la* leap *le*

top *to* wrap *wa* tip *ti*

tapping 1 napping 5 slapping 6

type 7 leaping 11 tipping 12

shape 8 shop 9 map 10

PHRASING.

33. The "P" or "B" hook in phrasing is "BE," "BEEN," or "HOPE."

to be 2 may be 3

we hope you will 2 have you been 3

they have 1 you may be 3

he may be 2 you will be 3

WORD-SIGNS.

34.

difficult-ty 1 govern-or-ed-ment 2

republic-an 1 establish-ed-
represent-ed 2 ment 3

public-publish-ed 1 diploma-cy-
tic 2

duplicate-ed-tion 1

Practice letters 8 and 9 in Dictation book in connection
with this lesson.

SIXTH LESSON

RULE III.

35. Make any character double length to add "N," "M," or "L." Make any character half length to add "T," "D," or "TH."

came / him 9 night -

cat , hit , 7 lighted 7

when 6 twenty 8 quote -

wheat 6 Monday 6 could -

"B" and "P," if preceded by any other character, may be written up or down. "P" may be written down at the beginning before "M" and "W."

readable 7 movable 7 heated 7

tele- - phone - penman- 7 ship place 9

passable 7 peaceable 7 come -

hold 7 stable 7 pleased 7

field 7 that - still -

resolv- 7 able 7 what - while 9

36. The character "Q" should be made with a large hook, as shown in the alphabet, and when "AQ" or "EQ" is required, write the hook very small.

quality  quail  quit 
 equality  equal  acquit 

37. Should it become necessary to make a distinction between "N," "M," or "L" in words of one syllable, or proper names, the "N," "M," and "L" strokes should be used; lengthening for "L" only when the "L" coalesces with the stroke, thus:

place, pales, glass, gales, please, scales, clan, blames, gleam.
 Mann, Benson, Bill, Bly.



38. In the halving principle: To make a distinction in common words of one or two syllables, or in proper names, use the "D" and "TH" strokes.

let, pat, lead, lot, path. Wright Madden Matthew



PHRASING.

39. Make any character double length to add "WILL," "WELL," or "ALL."

we will be of all the

by all means which will have

who will do the they will have to

they will have been he will do well

WORD-SIGNS.

immediate-ly notwithstanding

certain-ly-ty advise-ed-advice

advertise-ed-
ment into

glad-ly month-ly

Practice letters 10, 11, 12, Dictation book, in connection with this lesson.

SEVENTH LESSON

RULE IV.

40. A small hook at the end on the reverse side of all strokes is "G" or "J." When a half length stroke is followed by a hook the "T," "D," or "TH" is generally read after the hook. "G" hook closed is "GS".

gages j..... lag ✓..... log ✓.....

stage →..... judge ✓..... cage ✓.....

wagon ~..... mugs ~..... wages ~.....

vaguely \\..... judging ✓..... twig ſ.....

41. The "G" hook in phrasing is "GIVE," "GAVE, or "GIVEN." When closed the "G" hook is "GIVE US" or "GAVE US."

I gave you ~..... you gave the ſ.....

I gave the ~..... I gave to the ~.....

to give you ~..... I gave in to you ~.....

we gave you ~..... and give us ſ.....

we may give you ~..... we give to the ~.....

42. "PARTY," "DEPARTMENT," "SOCIETY," "EXPRESS," "OLOGY," etc., are expressed by writing "P" for "PARTY," "D" for "DEPARTMENT," "S" for "SOCIETY," "K" for "EXPRESS" and "L" for "OLOGY," through the preceding character.

43. Words that are repeated as, from day to day, night after night, day by day, etc., are written close together, as shown in the illustration.

lace department	.....	lace	.....	fishing party	.....	Y
suit department	.....	at	.....	to express	.....	+
Republican party	.....	K	.....	you may express	.....	X
my society	.....	o	.....	my department	.....	K
fast express	.....	J	.....	shoe department	.....	o
theology	.....	K	.....	etymology	.....	K
physiology	.....	J	.....	from day to day	.....	((
day after day	.....	((	.....	day by day	.....	((

Letters for practice 13, 14 and 15.

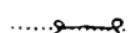
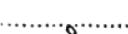
EIGHTH LESSON

RULE V.

44. "K" may express "CON," "COM," "CUM," and "COUN," and may be written in any position.

45. "SM" at the beginning of an outline may express "CIRCU-M."

46. Use "I" for "IM" or "ILL," and "N," for "IN" or "UN."

convey	.....	circumstance	.....
contain	.....	noncommittal	.....
communioh	.....	discontent	.....
constancy	.....	convict	.....
contempt	.....	compel	.....
impose	.....	connect	.....
unseen	.....	immune	.....
circulation	.....	condemn	.....
ounsel	.....	commence	.....
immense	.....	impassible	.....

conduce	.....	condition	.....
	16		
combine	.....	compulsion	.....
	17		
countenance	.....	incision	.....
	18		
compose	.....	continue	.....
	19		
impel	.....	contention	.....
	20		
implicit	.....	consist	.....
	21		
imagine	.....	confuse	.....
	22		
uncertain	.....	intense	.....
	23		
imbecile	.....	illusion	.....
	24		
impossible	.....	command	.....
	25		
impute	.....	commend	.....
	26		
compute	.....	consequence	.....
	27		
immunity	.....	immodest	.....
	28		
imposition	.....	illadvised	.....
	29		

Practice letter 17 in Dictation book.

NINTH LESSON

RULE VI.

47. Shade any character but the circle to add "R." "Z" may be shaded to distinguish it from "S."

48. The indicated "R" may be read either before or after the position vowel. "Y" shaded is "YR," or "RY."

break  transfer 

attraction  more 

near  fisher 

liar  rare 

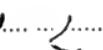
incomprehensi-  bility  irresistibility 

49. WORD-SIGNS.

ever-every-very  favor 

50. If necessary to make the word absolute in words of one syllable, or in proper names, shade for "R" only when the indicated "R" coalesces with the stroke; if the vowel intervenes, use the "R" stroke thus:

tree tear bray bar crow core Brann Parker Witherspoon

.....      

PHRASING.

51. In phrasing, the words "ARE," "OR," "OUR," and the syllable "RE," are added by shading the character.

52. Lengthening a shaded character adds "IN" or "THAN." "THAN" is also represented by the letter "N."

we are we are in receipt of your favor

we are in they are —

more than we are in receipt of your letter

to our we are of your opinion

by return mail by our

under separate be it more or less cover

53. The character "U," when preceded by any other character, may be used for either "O" or "U."

Leo tomorrow trio tobacco

.....   

54. When "N," "M," or "L" is followed by "T," "D," or "TH," use the halving instead of the lengthening principle, when possible, thus:

land filled mould scold wild told

.....

55. "TO," "IT," or "NOT," may be represented by the halving principle.

After the first syllable, half length "M," "B," "D," "G," "L," "V," etc., may express "MNT," "BNT," "DNT," "GNT," "LNT," "VNT," etc. When "M" will not make a good joining for "MNT," use half length "N." Shaded "TY-DY" is "TRY" or "DRY."

incident		laundry	
payment		inducement	
relent		management	
sundry		resentment	
movement		may it -not	
implement		do it -not	
compliment		do not do it	
raiment		did not	
pageant		be it	

56. "K" made half length and shaded may express "CONTRA," "CONTRE," "CONTRI," "CONTRO," "COUNTER," and may be written in the position of the following syllable.

countermine  countermand

contradict  controversy

counterbalance  contribute

57. "N" made half length and shaded expresses "INTRA," "INTRE," "INTRI," "INTRO," "INTRU," "INTER," and may be written in the position of the following syllable.

58. A tick struck diagonally across a character indicates an abbreviation.

interest  Missouri

introduce  Mississippi

interspect  Minnesota

international  Wisconsin

interstate  New York

intercede  California

Practice the following phrases, and letters 18, 19, 20 and 21 in Dictation book before reviewing.

PHRASING.

There are certain words, or combinations, which are leaders, so to speak, and to these may be joined various other words making a most easily executed outline.

We give below a list of some of the most commonly used words in ordinary business affairs. These words and combinations should be so thoroughly practiced by the student THAT there will be no hesitancy in applying them.

I am	—	will you	.....
I am not	—	will you have	—
you may	—	will you have the	.....
(you may have)	—	will you have your	—
you may have	—	may you	.....
the	—	may you have	—
you may have a	—	may you have the	.....
	—	may you have your	—
you may have	—	may you have a	.....
your	—	and that you	—
are you	—	and that you may	.....
are you of	—	and that you are	—
are you of the	—	and that you	.....
are you of a	—	may have	—
are you of the	—	and that you	.....
same	—	may have the	—
do you	—	and that you may	.....
do you have	(	have your	—
do you have a	—	if you	.....
do you have the	(	if you have)

by our		I gave	
to you		I gave the	
it will		I gave to the	
it will have			
it will be		I have been in	
you can		the	
it will be		and have been in	
necessary		if you	
you can have		if you will	
you can have the		if you will have	
you can give		and you have	
you can give the		been in the	
you can give us		if I am elected	
you may give in		it must be	
at what time of		in reply will say	
the day		that I am not	
we will be pleased		I have not heard	
		anything	
to have your order		everything on the subject	
to give a		material element	
to give the			
to give your		you have no rights in the	
to give us		matter	
will you send it at once		and gave your letter	
let us hear from you		I am of the opinion	

if it	.....	I have not seen	.....
of it	.....	them	.....
if it is	.....	I have not seen a	.....
of its	.....	.....	.....
for it	.....	and is	.....
for it is	.....	and see	.....
for it is to the	.....	and say	.....
for it is to your	.....	and so	.....
if it will	.....	and use	.....
if it will have	.....	and see the	.....
if it will be	.....	and is the	.....
if it will do the	.....	and say the	.....
for it will	.....	and so the	.....
for it will have	.....	and use the	.....
for it will do the	.....	and is a	.....
from you	.....	and see a	.....
from our	.....	and use a	.....
in our	.....	you have	.....
in your	.....	you have been	.....
by our	.....	you have been in	.....
by your	.....	you gave	.....
to our	.....	you gave the	.....
to your	.....	you gave your	.....
no our	.....	you gave a	.....
and have not seen	.....	is his	.....
I have not seen	.....	see his-us	.....
I have not seen	.....	as has	.....
your	.....	so his	.....

in all		it is for you	
in all things			
in all such things		better than more than	
in all cases to all		more or less more of your	
to all things to all such		about the matter	
by all by all means		in case you have	
on all of all		by the time you have	
of all things in all his		by the time you give us	
from time to time		as soon as you have time	
from year to year		as soon as you can have	
from city to city		as soon as you can give us	
in regard to the matter		it is impossible	
your own my own		(in receipt of your letter	
it is your own		in response to your	
nevertheless I have not		know of no reason	

QUESTIONS ON SPENCERIAN SHORTHAND

1. Write all the characters from memory.
2. (a) When is the position vowel read?
(b) What is a word sign?
3. What is said about the use of the "Y-LY" character? "C"? "Sh"?
4. What is said about the sound of "U" after "Q"?
5. How indicate proper names?
6. What is said about the direction of "Ch"? "H"? "L"?
7. How may the long sound of a vowel be distinguished from its other sounds?
8. Where should a word be written when no position is needed?
9. What is meant by phrasing? Which word of a phrase takes the position?
10. What does the shading of a character add?
11. Which is read first, position vowel or the indicated "R"?
12. What sounds may shaded "Y" be used for?
13. Explain when this shading principle should not be used.
14. What words may be added by shading a character?
15. How should the word-signs, "I-the" and "a-and-an" be made?

16. How distinguish "and-an" from "and-I" and "and-the"?
17. How should circles be joined to curve characters?
18. How write "S" before "A" or "E"?
19. What sounds is the large circle used for?
20. How should circles be written to straight characters?
21. How should circles be written between straight characters in the same direction?
22. How should circles be written between reverse curves?
23. Which of the word-signs and syllables do not take their own position at the beginning of a phrase?
24. Explain value and use of "U" position in phrasing.
25. What sounds may be added by double lengthening a character?
26. Explain the value of double lengthening in phrasing.
27. When should lengthening principle not be employed?
28. What sounds may be added by halving?
29. Explain where it might not be advisable to use this principle.
30. When either doubling or halving could be used to write a word, which should be chosen? Why?
31. What words may be added by the halving principle?

32. Explain a further use of the halving principle.
33. When may "N" be substituted for "M"?
34. Write from memory all the syllables mentioned in Lesson 5.
35. How indicate an abbreviation?
36. Explain and illustrate the "F" or "V" and "P" or "B" hooks.
37. What is said about the direction of "P" and "B"?
38. What words may be expressed by "F" or "V" and "P" or "B" hooks?
39. Explain and illustrate the "G" or "J" hooks.
40. How may "S" be indicated after "G" hook?
41. What is the usual order of reading a half length followed by a hook?
42. What words may be expressed by the "G" or "J" hook?
43. How write "Party," "Department," "Society," "Express," "ology"?
44. Explain use of small loop at end of word.
45. How may words that are repeated be written?
46. Explain and illustrate all vowel hooks on both curved and straight characters.
47. How indicate "A" or "E" before "Q"?
48. How indicate the vowel before "S" at the beginning of a character?

49. How express an intermediate or final "A" or "E"?

50. For what may the character "U" be used, if preceded by any other stroke?

The above questions embrace almost everything that could possibly be asked in giving an examination in Spenceerian Shorthand. They are so thoroughly and systematically arranged, we use them even at the expense of giving Mr. D. L. Hodson, of Chicago, credit for their authorship.

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